

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Britton's Neck Elementary**

**District: Marion School District Seven**

**Principal: Ms. Tammy F. Martin**

**Superintendent: Dr. Everette Dean**

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

## FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

### Rationale

Britton's Neck Elementary School is located in rural Gresham, SC (Marion School District 7). The school serves a population of 260 students in grades 1-5. The student body is a representation of newly merged Rains Centenary Elementary and Britton's Neck Elementary School. Of the total enrollment, ninety-six percent are African American, three percent are Caucasian and less than one percent are Hispanic. Approximately ninety-five percent of our students receive free or reduced lunch. The staff consists of 1 principal, 13 teachers in grades 1-5, 1 Reading Recovery teacher, 1 resource teacher, 1 PMD/TMD teacher, 1 Self-Contained Special Education teacher, 1 Gifted and Talented teacher, 1 Media Specialist, 1 Art teacher, 1 Music teacher, 1 PE teacher, 1 ESOL teacher, 1 Speech teacher, 1 Guidance Counselor, 2 reading interventionists, 1 computer lab manager, 4 shadows/teaching assistants, 1 Parent Coordinator, 2 administrative/office assistants, 1 nurse, 3 cafeteria staff and 2 1/2 custodians. Britton's Neck Elementary is a Title 1 School.

The combined Palmetto Achievement Challenge Test (PACT) Scores for the schools were analyzed and yielded the following results for 2007.

#### Longitudinal Disaggregated PACT Data (Three Years)

It is a combination of the two schools combined since 2008 would be the first set of scores unique to Britton's Neck.

Subject	Grade	2008 (TBA)	2007	2006	2005	2004
ELA	3 <sup>rd</sup>	BB B P A	BB-34.7% B-44.9% P-18.4% A-2.0%	BB-36.6% B-39.0% P-22% A-2.4%	BB-29.5% B-52.3% P-18.2% A-0%	BB-41.7% B-37.5% P-20.8% A-0%
Math	3 <sup>rd</sup>	BB B P A	BB-46.9% B-38.8% P-12.2% A-2.0%	BB-45.2% B-45.2% P-9.5% A-0%	BB-43.2% B-47.7% P-9.1% A-0%	BB-55.6% B-44.4% P-N/A A-N/A
Science	3 <sup>rd</sup>	BB B P A	BB-68.2% B-27.3% P-4.5% A-0%	BB-78.6% B-19.0% P-2.4% A-0%	BB-77.3% B-22.7% P-0% A-0%	BB-No Scores B-No Scores P-No Scores A-No Scores
Social Studies	3 <sup>rd</sup>	BB B P A	BB-26.9% B-65.4% P-7.7% A-0	BB-45.2% B-38.1% P-16.7% A-0%	BB-63.6% B-36.4% P-0% A-0%	BB-No Scores B-No Scores P-No Scores A-No Scores

<b>ELA</b>	<b>4<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-48.8% B-39.0% P-12.2% A-0</b>	<b>BB-37.0% B-56.5% P-6.5% A-0%</b>	<b>BB-59.7% B-32.8% P-7.5% A-N/A</b>	<b>BB-58.4% B-36.4% P-5.2% A-N/A</b>
		<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
<b>Math</b>	<b>4<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-51.2% B-31.7% P-17.1% A-0</b>	<b>BB-56.5% B-32.6% P-8.7% A-2.2%</b>	<b>BB-58.2% B-32.8% P-9.0% A-N/A</b>	<b>BB-55.6% B-44.4% P-N/A A-N/A</b>
<b>Science</b>	<b>4<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-65.9% B-24.4% P-9.8% A-0</b>	<b>BB-73.9% B-26.1% P-0 A-0</b>	<b>BB-82.1% B-16.4% P-1.5% A-0</b>	<b>BB-No Scores B-No Scores P-No Scores A-No Scores</b>
<b>Social Studies</b>	<b>4<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-58.5% B-36.6% P-4.9% A-0</b>	<b>BB-54.3% B-39.1% P-4.3% A-2.2%</b>	<b>BB-50.7% B-46.3% P-3.0% A-0</b>	<b>BB-No Scores B-No Scores P-No Scores A-No Scores</b>
		<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
<b>ELA</b>	<b>5<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-40.8% B-49.0% P-10.2% A-0</b>	<b>BB-64.3% B-28.6% P-7.1% A-0</b>	<b>BB-64.3% B-28.6% P-7.1% A-0</b>	<b>BB-37.7 B-49.2 P-13.1 A-N/A</b>
<b>Math</b>	<b>5<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-42.9% B-51.2% P-16.3% A-0</b>	<b>BB-57.3% B-36.0% P-4.0% A-2.7%</b>	<b>BB-65.7% B-28.6% P-4.3% A-1.4%</b>	<b>BB-41.9 B-45.2 P-9.7 A-3.2</b>
<b>Science</b>	<b>5<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-82.6% B-17.4% P-0 A-0</b>	<b>BB-86.7% B-10.7% P-2.7% A-0</b>	<b>BB-90.0% B-8.6% P-1.4% A-0</b>	<b>BB-No Scores B-No Scores P-No Scores A-No Scores</b>
<b>Social Studies</b>	<b>5<sup>th</sup></b>	<b>BB B P A</b>	<b>BB-68.0% B-24.0% P-8.0% A-0</b>	<b>BB-76.0% B-22.7% P-1.3% A-0</b>	<b>BB-82.9% B-17.1% P-0 A-0</b>	<b>BB-No Scores B-No Scores P-No Scores A-No Scores</b>

The data for Britton's Neck Elementary include PACT data from 2004 until 2007. Once the scores are released for 2008, we will further be able to determine key areas to focus our skills. Over the years, it is evident that there has been growth in all core academic subjects. However, if gains are made one year, the next year the gains are lost. For example, for third grade math, there has been a steady decline in the percentage of students scoring below basic over the past three years. However, for ELA in

the same grade, there is an uneven pattern of growth in the percentage of students scoring below basic. The data clearly shows an exemplified need in the areas of science and social studies across all grade levels. There is room for improvement in all areas, but the three areas of math, science, and social studies will be our focus.

The weights given to these subjects are 30% for math, 20% for science, and 20% for social studies. With the percentage of students scoring below basic in these areas, it is essential for the school to implement best practices and strategies so that gains can be made in grades one through five. The 2008 PACT scores will determine whether expected progress has been achieved. The absolute index for the schools that merged is listed below. The rationale for implementing benchmark tests is based on the students not being able to show mastery of state standards as evidenced in the percentage of students scoring below basic in science and social studies. By the use of a quarterly benchmark assessment in the areas of math, science, and social studies, teachers can monitor progress and adjust instruction to ensure that students are provided a rigorous standards-based curriculum.

	Absolute Rating		
	2005	2006	2007
Rains Centenary Elementary	2.1	2.1	2.4
Britton's Neck Elementary	2.4	2.3	2.4

Since we are a 2009 school, we must show .3 gains as measured by the 2009 state test which does not have a name yet. We are using The Test for Higher Standards as our benchmark diagnostic test because it is 100% aligned and specifically based on the South Carolina Academic Standards. They provide diagnostic feedback for standards-based instruction in all four core areas. The tests have been updated to reflect the changes in the standards and to match Bloom's cognitive levels. After students take the test, once in the fall and once in the spring, the data will be analyzed. Teachers can use the data to individually evaluate each standard and produce an item bank of questions to address weaknesses after each standard is taught. The correlation between the PACT and Test for Higher Standards has been proven to be both reliable and valid. Teachers, administrators, and students have had the opportunities to review and field-test the passages and test questions in the grade level tests. The content matches with the South Carolina Academic Standards, the readability has been tested for each grade level, and the correct difficulty of content and appropriate format have been evaluated.

To further support the rationale for our goals to increase learning in the areas of math, science, and social studies, the principal, district administrator, and teachers will continue to monitor Science, Social Studies and Math as well as ELA, quarterly by analyzing benchmark assessments. The data will be disaggregated to identify and address curricular strengths and weaknesses (while identifying gaps as well). Each quarter the principal will meet with the teachers to disaggregate and analyze results of the benchmark assessments. Teacher/Class and student goals will be established based on the data. The principal will regularly monitor instruction and also take a quarterly inventory of standards taught in all subject areas. This inventory will help the teachers with pacing to ensure all standards are taught.

In an effort to demonstrate mastery of standards, we need to ensure that at least 30% of our students in grades 3-5 will score 70% or more on the spring administration of the benchmark tests (Test for Higher Standards) in science and social studies. In math, we are setting a goal for 30% of our students in grades 3-5 to demonstrate improvement by at least one performance level from fall to spring as indicated by the correlation of MAP and PACT. According to the data, we calculated the number of students needed to advance from one level to the next in order for the school to reach its goal of 2.6. Our data indicates that

we need to move twenty-five students in math. The rationale for choosing 50% for the science and social studies is from the 2007-2008 school benchmark data. Last year, according to the science data, students in grade three scored 57% on the second benchmark. Fourth grade students scored 61% and fifth grade students scored 59% on benchmark test number two. For social studies, students in grade three scored 45% on test two while fourth graders scored 49%. Fifth grade students scored 56% on test two in social studies. If we can move 50% of our students up to a 70% mastery level, it will have a positive effect on our overall rating. We have 150 students in grades three through five and 30% of 150 equals 45 students. Our goal is to have at least 45 students increase one or more levels on the Math Measures of Academic Progress from fall to spring. For science and social studies, we are setting a goal of having 75 students or more achieve 70% or higher mastery on the science and social studies benchmark test from fall to spring.

By examining the data, the fifth grade science scores have over 80% of students performing in the below basic category. There are forty-eight fifth graders at our school. If we could improve the scores of these students by having at least 50% of them scoring basic or above on PACT, it would allow our absolute rating to improve. On the other hand, math accounts for 30% of the absolute rating. According to our longitudinal data for third grade, nearly 50% of our students are performing at the below basic level. It is imperative that we target those students who are at or above grade level to maintain their performance or improve at least one level. Finally, for fourth grade, over 50% of students for the past three years have performed at the below basic level on PACT. If we can move at least 30% of those students to the basic and above category (met standard), the absolute rating would be impacted. In conclusion, for grades 3-5, we will focus on moving at least 30% of students from the below basic category to meeting standard in math and 50% of students scoring 70% mastery on the science and social studies benchmark tests. As a result, there will be a positive impact on meeting the expected progress target of 2.6.

In examining the data and implementing the use of benchmark tests to determine mastery of standards, we discovered that we must address the lack of growth in students performing at or above grade levels, utilize best practices to integrate the curriculum across content areas, identify gaps in student learning and make informed decisions, and develop a sense of community for students, parents, and teachers in an effort to promote increased academic performance. The goals were chosen so that targeted assistance could be given in math, science, and social studies.

The School Leadership Team of Britton's Neck Elementary School worked collaboratively with the staff, principal, district administrator and other stakeholders to develop the Focused School Renewal Plan for the 2008-09 school year. It should be noted that a new principal was hired for the 2008-2009 school year and recommendations received from the committee were added to the plan. Some of the goals, as a result of the recommendations, had to be amended. Based on the needs of the school, the plan was revamped.

Research shows that collaborative learning communities impact student learning. "Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district" (National Staff Development Council's Standards for Staff Development, pg. 5). The principal will identify practical ways to assist teachers in improving the quality of student work. Therefore grade level teachers will meet weekly to discuss student work, create standards-based assessments, develop lesson plans, and provide interventions. Best practices will be reviewed, implemented, and monitored to increase student learning. Each teacher will participate in collaborative teams; grades first through third will participate in an ongoing Literacy Study Group as part of the Reading First Grant. Team teachers of grades four and five along with special areas (art, physical education, and music) will participate in ELA/Social Studies or Math/Science study groups. Consultants will be brought in to assist with Professional Development in Math, Science, ELA and Social Studies.

**The principal and district administrator will monitor instruction and provide feedback on its impact on teacher and student learning.**

**The expected outcome is for student achievement to increase in all content areas as a result of the implementation of this Focused School Renewal Plan. The selected goals and implementation of strategies for Science, Social Studies and Math, will directly impact teacher and student learning, resulting in an increase in the number of students scoring Basic and Above on the newly named standardized test (2009). Britton's Neck Elementary School will meet or exceed expected progress of 2.6 by 2009.**

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

July 2008	<ul style="list-style-type: none"> <li>• Develop the Master Schedule for All Content Areas</li> <li>• Identify and Purchase Materials to Implement the School's Instructional Programs</li> <li>• Begin to Analyze Preliminary PACT scores</li> <li>• Begin Faculty Handbook of Expectations for the 2008-2009 School Year</li> <li>• Review Curriculum/Pacing Guides</li> <li>• Administer Professional Development Needs Survey</li> <li>• Host a Chat and Chew to plan for the upcoming school year</li> <li>• Attend Reading First Trainings and Updates for New Employees</li> </ul>
August 2008	<ul style="list-style-type: none"> <li>○ Order Needed Supplies for Benchmark Testing</li> <li>○ Finalize Master Schedule</li> <li>○ Finalize Faculty Handbook</li> <li>○ Insert Recommendations into the FSRP</li> <li>○ Begin Developing Professional Development Plan</li> <li>○ Review Lesson Plans Weekly and Provide Feedback(Beginning Week of August 18<sup>th</sup>)</li> <li>○ Create Grade Level Monitoring Schedule</li> <li>○ School Leadership Meeting (Twice a month on</li> </ul>



	<p>the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday)</p> <ul style="list-style-type: none"> <li>○ Weekly Grade Level Meetings</li> <li>○ Curriculum Revisions</li> <li>○ Plan Integrated Lessons</li> <li>○ School Orientation and Expectations (August 18, 2008)</li> <li>○ Nature and Needs of Gifted Children (August 25, 2008)</li> </ul>
September 2008	<ul style="list-style-type: none"> <li>○ Administer the MAP Test (September 8-19)</li> <li>○ Perform the Item Analysis</li> <li>○ Overview of School Crisis Management Plan</li> <li>○ Provide Training for MAP DesCartes</li> <li>○ Hire a Consultant to Train Teachers on Social Studies Strategies (September 15, 2008)</li> <li>○ Provide Training on Math Best Practices and Science Best Practices</li> <li>○ Present the 2008-2009 FSRP to Staff</li> <li>○ Finalize Professional Development Plan</li> <li>○ Begin Formal Observations and Walk Through Observations</li> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ School Leadership Meeting</li> <li>○ Administer the Fall Test for Higher Standards Grade level benchmark test (September 23-October 10)</li> <li>○ Study Group Sessions on Best Practices (Every Monday)</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Develop Focus Groups</li> <li>○ Provide Marzano's Instructional Strategies Checklist and Explanation to Staff</li> <li>○ Technology Training and Data Analysis (September 24, 2008) ½ Day Early Dismissal</li> </ul>
October 2008	<ul style="list-style-type: none"> <li>○ Weekly Grade Level Meetings</li> <li>○ Provide Training on SMART Goals</li> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> </ul>

	<ul style="list-style-type: none"> <li>○ School Leadership Meeting (Bi-Monthly)</li> <li>○ Conduct Bi-Monthly Data Conferences</li> <li>○ Create One Page Plans for Teachers with identified students</li> <li>○ Develop Data Wall</li> <li>○ Weekly Benchmark Assessments</li> <li>○ Curriculum Revisions</li> <li>○ Study Group Sessions on Best Practices (Every Monday)</li> <li>○ Analyze benchmark data for science and social studies and perform item analysis</li> <li>○ Rigor in the Classroom/Differentiation (Dr. Doug Smith)</li> <li>○ What Brain Research Says about Student Learning (Dr. Doug Smith)</li> <li>○ Science Kit Training</li> <li>○ Curriculum Revisions and Integration (October 29, 2008)</li> </ul>
November 2008	<ul style="list-style-type: none"> <li>○ Study Group on vocabulary development across the content areas (Every Monday)</li> <li>○ Monitor Lesson Plans Weekly and Provide Feedback</li> <li>○ Provide Training on Standards Based Assessments and Integration (November 3, 2008)</li> <li>○ District Monitoring Meeting (monthly)</li> <li>○ School Leadership Meeting (bi-monthly)</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Conduct Bi-Monthly Data Conferences</li> <li>○ Update Data Wall</li> <li>○ Follow-Up Training in social studies, science, and Larson's math</li> <li>○ Weekly Benchmark Assessments</li> </ul>
December 2008	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> <li>○ School Leadership Meeting</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Conduct Bi-Monthly Data Conferences</li> </ul>

	<ul style="list-style-type: none"> <li>○ Update Data Wall</li> <li>○ Weekly Benchmark Assessments</li> <li>○ Study Groups (Every Monday)</li> </ul>
January 2009	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> <li>○ School Leadership Meeting</li> <li>○ Provide Follow-Up Training on Math Best Practices</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Conduct Bi-Monthly Data Conferences</li> <li>○ Update Data Wall</li> <li>○ Weekly Benchmark Assessments</li> <li>○ Curriculum Revisions</li> <li>○ Plan Integrated Lessons</li> <li>○ Science Kit Follow-Up Training</li> </ul>
February 2009	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> <li>○ School Leadership Meeting</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Update Data Wall</li> <li>○ Bi-Monthly Data Conferences</li> <li>○ Weekly Benchmark Assessments</li> <li>○ Study Groups (Every Monday)</li> <li>○ Review of Test Preparation for MAP</li> <li>○ Provide Strategies for Motivating Students</li> </ul>
March 2009	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> <li>○ School Leadership Meeting</li> <li>○ Administer Spring MAP</li> <li>○ Perform Item Analysis</li> <li>○ Prepare Data for Documentation</li> <li>○ Administer Spring Test for Higher Standards</li> <li>○ Perform Item Analysis</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Bi-Monthly Data Conferences</li> <li>○ Update Data Wall</li> </ul>

April 2009	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ District Monitoring Meeting</li> <li>○ School Leadership Meeting</li> <li>○ Weekly Grade Level Meeting</li> <li>○ Bi-monthly Data Conferences</li> <li>○ Update Data Wall</li> </ul>
May 2009	<ul style="list-style-type: none"> <li>○ Review Lesson Plans Weekly and Provide Feedback</li> <li>○ School Leadership Meeting</li> <li>○ District Monthly Monitoring</li> <li>○ Weekly Grade Level Meetings</li> <li>○ Bi-Monthly Data Conferences</li> <li>○ Curriculum Revisions</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

**Goal: By April 1, 2009, 30% of all math students in grades 3-5 will improve at least one Palmetto Achievement Challenge Test (Former PACT/New Name TBA) level from fall 2008 to spring 2009 as measured by the Measures of Academic Progress Correlation Chart.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer the Measures of Academic Progress (MAP) in the fall of 2008 and analyze per an item analysis the identified weaknesses in the area of math.	Lola Bennett Computer Lab Manager Shan Goings Guidance Counselor Tammy Martin Principal	September, 2008	Schedule of the two testing windows to be completed by the principal (Tammy F. Martin) in the fall, 2008 and spring, 2009. Computer generated MAP scores of each student to be completed by the computer lab manager (Lola Bennett) twice, once in September, 2008 and March, 2009. Class rosters and list of student and class weaknesses to be addressed based on RIT scores to be determined by 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers and the principal (Tammy F. Martin) by October 31st.
From the item analysis, develop focus groups in grades 3-5 based on identified weaknesses using the DesCartes Learning Continuum.	Teachers (Grades 3-5) Tammy Martin, Principal	September, 2008	Item Analysis for each class grades 3-5 to be maintained by the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers and principal updated weekly from SMART goals. Specific Descartes Lessons to be used in lesson plans to be kept by 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers and copies given to principal by the 15 <sup>th</sup> of the month beginning in November. Copies of lesson plans that indicate identified weaknesses to be kept by the principal in an online database (OnCourse Systems. Com) each week. Class rosters for focus groups and standards addressed in lesson plans to be kept by 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers in data notebooks.
Provide training on developing SMART Goals for each grade level and create a weekly benchmark test from the item test bank to determine mastery of identified weaknesses.	Teachers (Grades 3-5) Tammy F. Martin, Principal	October, 2008	Pictures of posted smart goals for grades 3-5 (principal) and evidence of smart goals placed in data notebooks bimonthly. (copies given to principal). Copies of benchmark tests to determine mastery of skill to be maintained by the principal in Assessment Notebook as applicable. Class chart of mastery scores for each student to be maintained by each 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teacher on a weekly basis.

			Agenda and minutes from training on SMART goals to be maintained by the principal by the end of September, 2008 and updated monthly as the goals changed based on the needs of the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers and their students.
Monitor progress on each identified standard by creating an item analysis on mastery for each student and indicate re-teaching in lesson plans.	Teachers (Grades 3-5)	September, 2008	Item Analysis Sheet with scores and standards will be maintained by all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers and copies given to the principal. Lesson plans will be monitored by the principal on a weekly basis and feedback given regarding the re-teaching component.
Implement Marzano's instructional strategies checklist during classroom observations and provide feedback to teachers.	Tammy F. Martin, Principal	October, 2008	Copies of observation forms using the Marzano's Instructional Strategies Checklist for all teachers in grades 3-5 after each observation beginning in October, 2008. Copies of specific feedback given to teachers regarding items from the checklist. Copies of the feedback will be kept by the principal for documentation in the main office.
Fully implement Compass Learning and Larson's Math in the computer lab and allow students to work on weak areas for reinforcement of skills.	Lola Bennett, Computer Lab Manager Teachers (Grades 3-5) Tammy F. Martin, Principal	September, 2008	Computer lab schedule to be completed by the leadership team (Linda Mook, Janice Richardson, Tammy Martin, and Shan Goings). Teacher Reports will be run by Lola Bennett indicating feedback on student progress in the Larson's Math program. Weekly log of time spent in the computer lab by each class, grades 3-5 to be maintained by Lola Bennett.
Use student laptops through the One Laptop Per Child Initiative to complete web-based lessons from websites that students can use during guided and independent practice.	Mary Stacey, Technology Coach Teachers (Grades 3-5)	October, 2008	Teacher submitted websites given to students to work on during school and at home with their parents to be indicated in lesson plans highlighted in red or blue. Lesson plans with websites embedded into the direct instruction and independent practice on a weekly basis for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers.
Train teachers in the use of math best practices to address a variety of instructional delivery methods.	Tammy Martin, Principal Deborah Barnhill, Assistant Superintendent	October, 2008	Once a month at grade level meetings, teachers will receive specific training on math best practices. The grade level chair along with the facilitator will be responsible for maintaining agendas and minutes. The agenda, minutes, and sign-in sheet will be turned in to the principal.
Conduct teacher/principal conferences twice a month to discuss class and grade level data in the area of math and provide support for identified challenges.	Tammy F. Martin Principal Teachers in Grades 3-5	October, 2008	Documentation of the bi-monthly conference to include minutes, and an agenda. Copies of the grade level data and identified trends. Include a Plan-Do-Check-Act form for any identified challenges that come up in the meetings. Copies of the PDCA's from meetings will be kept by the principal.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**

**By April 1, 2009, 50% of students in grades 3-5 will demonstrate a mastery score of 70% or more in social studies as measured by the Spring 2009 administration of the social studies benchmark test (Test for Higher Standards).**

*The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Administer Social Studies Benchmark test in the fall of 2008 and analyze data for each third through fifth grade class.</b>	Tammy Martin, Principal Classroom Teachers in Grades 3-5 Shan Goings, Guidance Counselor	September, 2008	Order form for the Test of Higher Standards, Invoice, and Purchase Order Test Administration Schedule for pre and post test to be kept by the principal. Fall Date included on weekly newsletter. Once tests are administered, the principal will develop class data sheets with the scores of each class listed. A copy of the item analysis will be maintained by the classroom teacher and principal with the number of items missed for each standard. Each teacher in grades 3-5 will submit a plan for monitoring mastery of standards identified as weaknesses.
<b>From the data analysis, develop focus lessons from the curriculum guide to address identified weaknesses.</b>	Classroom Teachers Linda Mook, Literacy Coach	September, 2008–March, 2009	Lesson plans will be monitored weekly for focus lessons that address the identified weaknesses in the scheduled focus group time by interventionists, principal, and literacy coach. Feedback will be sent to teachers regarding focus lesson content by the principal and interventionist.
<b>Provide study groups and professional development opportunities to assist teachers with social studies best practices.</b>	Linda Mook, Literacy Coach Tammy Martin, Principal Consultants Deborah Barnhill, Assistant Superintendent	September, 2008–March, 2009	The professional development plan will be maintained by the principal and developed using a needs assessment from teachers on staff development. A copy of the survey and identified needs will be maintained in the main office by the principal. Study groups will be conducted in six week intervals. Teachers will participate in three of the four sessions. Agendas, sign-in sheets, and samples of work completed will be maintained by teachers in their data notebooks and by the literacy coach.
<b>Implement Marzano's instructional</b>	Tammy Martin, Principal	September, 2008	Copies of observation forms using the Marzano's Instructional Strategies Checklist for all teachers in grades 3-5.

<b>strategies checklist during classroom observations and provide feedback to teachers.</b>			<b>Copies of specific feedback given to teachers regarding items from the checklist will be kept by the teacher and the principal.</b>
<b>Monitor lesson plans in the area of social studies and observe lessons to ensure that the curriculum is being implemented and that the allotted time is used for instruction.</b>	<b>Tammy Martin, Principal</b>	<b>September, 2008- March, 2009</b>	<p>Observation schedule will be created by the principal along with observation forms. Copies of observations with written comments will document the monitoring of lesson plans and will be followed-up by the principal, literacy coach, and interventionist.</p> <p>The on-line lesson plan program On-Course will allow the principal to send emails documenting that the allotted time and curriculum is being implemented consistently. A sampling of lesson plans and feedback will be printed and kept for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers.</p>
<b>Conduct teacher/principal conferences twice a month to discuss class and grade level data in the area of social studies and provide support for identified challenges.</b>	<b>Tammy Martin Principal</b>	<b>October, 2008- March, 2009</b>	<p>Documentation of the bi-monthly conference to include a sign in sheet, minutes, and an agenda to be kept by the principal, Copies of the grade level data and identified trends.</p> <p>Include a Plan-Do-Check-Act form for any identified challenges that come up in the meetings and to be kept by the principal and teachers in grades 3,4, and 5.</p>
<b>Provide training on developing SMART Goals for each grade level and assist teachers in creating assessments to determine mastery of the goal set for the grade level.</b>	<b>Tammy Martin, Principal Consultants</b>	<b>October, 2008</b>	Agendas of the training and specific training materials will be maintained by the principal along with a sign in sheet, pictures of smart goals for each grade level, and assessment results from each teacher in grades 3-5.



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**

**By April 1, 2009, 50% of students in grades 3-5 will demonstrate a mastery score of 70% or more in science as measured by the spring 2009 administration of the science benchmark tests (Test for Higher Standards).**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Administer Science Benchmark test in the fall of 2008 and analyze data for each third through fifth grade class.	Tammy Martin, Principal Classroom Teachers in Grades 3-5 Shan Goings, Guidance Counselor	September, 2008	Order form for the Test of Higher Standards, Purchase Order, and Invoice to be provided by the principal and secretary. Test Administration Schedule to be developed by the leadership team members (Mook, Martin, Goings, and Richardson) Once tests are administered, the principal will develop class data sheets with the scores of each class listed. A copy of the item analysis will be maintained by the classroom teacher and principal with the number of items missed for each standard. Each teacher will submit a plan for monitoring mastery of standards identified as weaknesses as applicable and as the goals and needs change of the students.
From the data analysis, develop focus lessons from the curriculum guide to address identified weaknesses.	Classroom Teachers Linda Mook, Literacy Coach	September, 2008–March, 2009	Lesson plans will be monitored weekly for focus lessons that address the identified weaknesses in the scheduled focus group time on a weekly basis. Feedback will be sent to teachers regarding focus lesson content on a weekly basis.
Provide study groups and professional development opportunities to assist teachers with science best practices for instructional delivery.	Linda Mook, Literacy Coach Tammy Martin, Principal Consultants Deborah Barnhill, Assistant Superintendent	September, 2008–March, 2009	The professional development plan will be maintained by the principal and developed using a needs assessment from teachers on staff development. A copy of the survey and identified needs will be maintained by the principal and leadership team members. Study groups will be conducted in six week intervals by the literacy coach. Teachers will participate in three of the four sessions. Agendas, sign-in sheets, and samples of work completed will be maintained by the literacy coach and principal.
Implement Marzano's instructional strategies checklist during classroom observations and provide feedback to teachers.	Tammy Martin, Principal	September, 2008	Copies of observation forms using the Marzano's Instructional Strategies Checklist for all teachers in grades 3-5 to be kept in the notebook of observations in the principal's office. Copies of specific feedback given to teachers regarding items

			from the checklist after each observation to be kept in observation notebook.
Monitor lesson plans in the area of science and observe lessons to ensure that the curriculum is being implemented and that the allotted time is used for instruction.	Tammy Martin, Principal	September, 2008- March, 2009	Observation schedule will be created by the principal along with observation forms. Copies of observations with written comments will document the monitoring of lesson plans as completed on a weekly basis. The on-line lesson plan program On-Course will allow the principal to send emails documenting that the allotted time and curriculum is being implemented consistently on a weekly basis.
Conduct teacher/principal conferences twice a month to discuss class and grade level data in the area of social studies and provide support for identified challenges.	Tammy Martin Principal	October, 2008- March, 2009	Documentation of the bi-monthly conference to include minutes, and an agenda. Copies of the grade level data and identified trends for each teacher in grades 3-5. Include a Plan-Do-Check-Act form for any identified challenges that come up in the meetings to be kept by the principal.
Provide training on developing SMART Goals for each grade level and assist teachers in creating assessments to determine mastery of the goal set for the grade level.	Tammy Martin, Principal Consultants	October, 2008	Agendas of the training and specific training materials will be maintained by the principal along with a sign in sheet, pictures of smart goals for each grade level, and assessment results from each teacher and grade levels 3-5.

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 1:**

**By April 1, 2009, the principal will assist math teachers in grades 3-5 to utilize data to improve instruction as measured by 30% of all math students in grades 3-5 improving at least one PACT level from fall 2008 to spring 2009 MAP as measured by the MAP/PACT correlation chart.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development plan and provide training for teachers in the areas of math, science, and social studies on best practices in an effort to address student weaknesses.	Tammy Martin, Principal Consultants Deborah Barnhill, Assistant Superintendent	August, 2008	Needs Assessment Survey results for Professional Development will be maintained by the principal Tammy F. Martin . Copy of the professional development plan will be maintained as documentation to be completed by the leadership team (Mook, Richardson, and Goings). Copies of sign-in sheets, agendas, and training materials will be used as documentation.
Facilitate bi-monthly data conferences in which teachers in grades 3-5 will identify trends and areas of difficulty and develop strategies to address those weaknesses and provide updates on the one page plan in which students are listed in the categories of maintain and move up.	Tammy Martin, Principal Grade Level Chairs Jessica Merritt Cynthia Dawsey Jan Willis	September, 2008- March, 2009	Dates for bi-monthly conferences and minutes from each meeting will be submitted for evidence by the principal, Tammy F. Martin. One page plans and strategies will be kept by the classroom teachers in grades 3-5 and copies given to the principal. Principal along with teachers in grades 3-5 will complete the one page plans and analyze the data (Willis, Black, D. Hemingway, L. Hemingway, Dawsey, Merritt, and Collington) with teachers. The one page plans will be submitted as documentation.
Participate in weekly grade level monitoring during common planning to assist in lesson plan development and implementation of a standards-based curriculum.	Tammy Martin, Principal	September, 2008- March, 2009	Grade level monitoring schedule along with minutes and sign in sheets will be maintained by the principal, Tammy Martin. Martin, Richardson and Mook will provide feedback on the lesson plan template in On-Course.
Develop a data wall in the literacy lab to post class data in an effort to monitor growth and mastery of content standards.	Tammy Martin, Principal Shan Goings, Guidance Counselor	October, 2008- March, 2009	Pictures of the data wall will be maintained by the principal and discussions about the data wall will be maintained in minutes of meetings about the data wall by teachers in grades 3-5 along with Tammy F. Martin, Principal.

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 2:**

**The principal will assist teachers in grades 3-5 to utilize data to improve instruction in social studies as measured by 50% of students in grades 3-5 demonstrating mastery of 70% or higher on the spring administration of the benchmark test for social studies (Test for Higher Standards).**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development plan and provide training for teachers in the areas of math, science, and social studies on best practices in an effort to address student weaknesses.	Tammy Martin, Principal Consultants Deborah Barnhill, Assistant Superintendent	August, 2008	Needs Assessment Survey results for Professional Development will be maintained by the principal. Copy of the professional development plan will be maintained as documentation. Copies of sign-in sheets, agendas, and training materials will be used as documentation. All items will be maintained by the principal, Tammy F. Martin.
Facilitate bi-monthly data conferences in which teachers in grades 3-5 will identify trends and areas of difficulty and develop strategies to address those weaknesses and provide updates on the one page plan in which students are listed in the categories of maintain and move up.	Tammy Martin, Principal Grade Level Chairs Jessica Merritt Cynthia Dawsey Jan Willis	September, 2008- March, 2009	Dates for bi-monthly conferences and minutes from each meeting will be submitted for evidence by principal, Tammy F. Martin. One page plans and strategies will be kept by the classroom teachers and copies given to the principal. Principal along with teachers in grades 3-4 (Black, Willis, D. Hemingway, Merritt, Collington, L. Hemingway, and Dawsey) will complete the one page plans and analyze the data. The one page plans will be submitted as documentation by the principal, Tammy F. Martin.
Participate in weekly grade level monitoring during common planning to assist in lesson plan development and implementation of a standards-based curriculum.	Tammy Martin, Principal	September, 2008- March, 2009	Grade level monitoring schedule along with minutes and sign in sheets will be maintained by the principal Martin. Principal Martin will provide feedback on the lesson plan template in On-Course on a weekly basis.
Develop a data wall in the literacy lab to post class data in an effort to monitor growth and mastery of content standards.	Tammy Martin, Principal Shan Goings, Guidance Counselor	October, 2008- March, 2009	Pictures of the data wall will be maintained by the principal and discussions about the data wall will be maintained in minutes of meetings about the data wall to be submitted by teachers named above.
Maximize social studies instructional time by increasing the amount of time spent on science and social studies instruction in the master schedule.	Tammy Martin, Principal	July, 2008	Copy of the master schedule will be maintained and created by the principal. Each teacher named above will submit a copy of their schedule to be approved by the principal. Each teacher will post a schedule outside their door. Principal will meet with each

			<b>grade level weekly to discuss time on task. The principal will follow up with any teacher not teaching according to the time allotted for social studies immediately after the observation within 24 hours. The meeting will be documented in writing.</b>
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## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

##### Focused District Administrators' Instructional Leadership Goal 1:

**By April 1, 2009, the district will ensure effective implementation of the district's curriculum in math, science, and social studies in grades 3-5 as measured by 30% of all math students in grades 3-5 improving at least one PACT level from fall 2008 to spring 2009 MAP as measured by the MAP/PACT correlation chart and by 50% of all students in grades 3-5 in science and social studies demonstrating 70% mastery on the spring 2009 benchmark tests (Test for Higher Standards).**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide time for teachers to meet each quarter to make revisions to curriculum guides and to preview standards for next quarter.	Deborah Barnhill, Assistant Superintendent Tammy Martin, Principal	August, 2008	Schedule of planned meetings to make revisions and a copy of quarterly standards are submitted for documentation to be kept by assistant superintendent, Dr. Barnhill.
Assist the principal in developing a professional development plan to include integrated instruction, unpacking standards, and writing and using the results of assessments.	Deborah Barnhill, Assistant Superintendent	September, 2008	Professional development schedule, agendas, sign-in sheets, and materials from each training session to be maintained by principal Martin and assistant superintendent Barnhill.
Ensure that each grade level develops on integrated unit per semester.	Deborah Barnhill, Assistant Superintendent	September, 2008- March, 2009	Teachers will complete weekly lesson plans using OnCourse, an online planning tool. The lesson plans will be reviewed by the assistant superintendent (Barnhill) randomly to determine if they are aligned to the curriculum and to the pacing guides on a bi-weekly basis. Evidence of collaboration will be noted as applicable.
Meet monthly with the principal to share finding from observations, review of lesson plans, and to examine data to determine results.	Deborah Barnhill, Assistant Superintendent	Once a month, beginning October, 2008	The assistant superintendent will conduct classroom observations monthly to determine if lessons are aligned to the curriculum using a district developed classroom observation form.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2:**

**By April 1, 2009, the district will ensure effective implementation of research-based instructional strategies in science and social studies as measured by 50% of students demonstrating 70% mastery on the spring administration of the benchmark test for science and social studies (Test for Higher Standards).**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Assist the principal in developing a professional development plan to include instructional strategies and resources for science and social studies along with securing consultants as needed and funds for materials.	Deborah Barnhill, Assistant Superintendent	August, 2008	The professional development plans will be monitored for implementation and feedback given to the principal in writing by Dr. Barnhill. Copies of purchase orders and materials will be maintained by the assistant superintendent. Feedback will be obtained and analyzed following professional development by Dr. Barnhill.
Conduct classroom observations looking specifically for instructional strategies introduced through professional development.	Deborah Barnhill, Assistant Superintendent	September, 2008- March, 2009	Classroom observation forms will be collected by Dr. Barnhill and analyzed looking for patterns and to determine the extent to which the strategies are being utilized on a monthly basis.
Meet monthly with principal to share findings from observations and review of lesson plans to determine effectiveness of strategies.	Deborah Barnhill, Assistant Superintendent	Monthly beginning October, 2008	Data notebook for monthly meetings will be maintained by the assistant superintendent along with lesson plan feedback.
Provide feedback to teachers after observations; make recommendations as needed, and follow-up to see that recommendations are implemented.	Deborah Barnhill, Assistant Superintendent	September, 2008 – March, 2009	Observation forms, teacher recommendations, and letters to teachers to document implementation or lack thereof to be maintained and created by Dr. Barnhill.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

*Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)*

**Measures of Academic Progress (MAP)**

MAP is a state-aligned computerized adaptive assessment program that provides educators information they need to improve learning and teaching in Reading, Mathematics and Language Usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. MAP results are used to make student-focused, data- driven decisions.

**Tests for Higher Standards (TFHS) Benchmarks**

Tests for Higher Standards are content specific grade level Benchmark assessments that are aligned specifically to the South Carolina Curriculum Grade-level Standards. These tests are available in the four major content areas. There is a built in system for teachers to generate their own tests or to develop common assessments.

**OnCourse**

This is a lesson planning tool in which teachers post their plans to the server. The principal and other designees can examine plans and provide electronic feedback to the teacher immediately.

**Des Cartes Learning Continuum**

This is a program designed from the Measures of Academic Progress test and NWEA to help teachers group students into groups according to their score on the test.

**Focus Groups**

These groups consist of students who have similar weaknesses and they are grouped and taught based on identified weaknesses.

**SMART GOALS**

This term refers to a goal that is specific, measurable, attainable, results oriented, and time bound.



### **Marzano's Instructional Strategies Checklist**

This is a list of strategies taken from Marzano's research and assists the principal in determining if there is effective instruction occurring in a classroom setting.

### **Compass Learning and Larson's Math**

These programs are in our computer lab. Lessons are used from these programs as students participate in weekly lab related arts classes.

### **One Laptop per Child Initiative**

This program is a grant in which all students in our school grades 1-5 receive an XO laptop. The laptops are internet accessible and designed specifically for elementary students.

### **Data Wall**

Each teacher will place their student's profile of data in the data room on a wall so that as students make progress, they can be moved. It serves as a visual representation of mastering goals.